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physical and mental disorders, and in the correcting of general moral and intellectual debility.

Although the book has but slight scientific value, and contains but little that is not generally known, it may be commended in that it presents a simple and systematic treatment of the subject, and in that it creditably serves the purpose for which it was written.

Clark University

RAYMOND H. WHEELER.

Mentally Defective Children. By ALFRED BINET and TH. SIMON. Translated by W. B. Drummond, with an appendix containing the Binet-Simon tests of intelligence by Margaret Drummond. New York, Longmans, Green and Co., 1914. 180 p.

Although the translation of this book, originally appearing in 1907, is somewhat tardy from the standpoint of those who for the last five years or more have been finding in Binet and Simon their inspiration for clinical and paedagogical work, nevertheless it is quite worth while from another aspect. It renders more easily accessible to schoolmen in general a book unique in its field. The subtitle, "Guide for the admission of abnormal children into special classes," is enlightening; the aim it implies is kept constantly in mind and only pertinent matters are discussed.

Beginning with a short chapter for orientation in the history of the work with feeble-mindedness, and the prevalence and significance of the condition, the authors present a three-fold classification of all abnormals as the mentally defective, the illy-balanced and the mixed groups. From the description given they seem to include under mentally defective the usual group so-called, the illy-balanced approximate the group now recognized as having only dementia tendencies, while the mixed group is made up of those aments having psychotic tendencies also. These groups are minutely characterized, their aptitudes are enumerated and the pedagogic conclusion is drawn that "all instruction given to defectives must be dominated by the question of its practical usefulness."

Since the need of a different kind of education for such children is obvious, educational segregation is the only solution. A systematic procedure for any such selection is necessary and the one here suggested is logical, not unnecessarily complicated and is based upon practical considerations. The first step is the selection of the group suspected of mental retardation. Since adaptability is a sign of potentially normal functioning the child who fails to adapt himself to the educational situation and therefore to pass along through the grades is probably abnormal. Of course a certain amount of retardation may be due to late entrance, illness or other similar causes. With such cases eliminated a list of all other children under nine years of age retarded as much as two years and of all over nine retarded as much as three years in the grades forms the group to be submitted to individual examination.

This examination is divided into three parts. First comes a pedagogical examination. Here are given Vaney's tests of reading, arithmetic and dictation ability with directions for their use, together with norms. These, with the exception of the arithmetic tests, would doubtless need evaluation because of language differences before they could be used on English-speaking children. The second examination is psychological. The then unfinished measuring-scale of intelligence of the authors is presented in its partial formulation and throws some

illumination upon the question as to how and why the scale was made. The medical examination is limited to an attempt on the part of the physician to discover the causes and possible alleviation of the condition already determined as abnormal by the two examinations mentioned above.

The fact is also emphasized that the value of the special school can not be determined accurately until extensive records are kept of the condition of pupils upon entrance and at regular intervals afterwards. The necessity of following the career of the pupil after he leaves the school is also emphasized.

The book is not purely scientific but scientifically practical and is an illustration of its closing statement that "methods of scientific precision must be introduced into all educational work."

FLORENCE MATEER.

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